

BEAUTY CULTURE

12-22-32



INDUSTRIAL EDUCATION

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BEAUTY CULTURE

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NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Senior High School courses. The information contained in the guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

T A B L E O F C O N T E N T S

	<u>Page</u>
ACKNOWLEDGEMENTS	i
INDUSTRIAL EDUCATION	
Rationale	1
Programs	1
Objectives	2
INDUSTRIAL EDUCATION 12, 22, 32 PROGRAM	4
CAREER FIELD	5
CAREER OPPORTUNITIES	6
COURSE CONTENT	
Beauty Culture 12	7
Beauty Culture 22A	19
Beauty Culture 22B	29
Beauty Culture 22C	35
Beauty Culture 32A	41
Beauty Culture 32B	49
Beauty Culture 32C	57
Beauty Culture 32D	65

INDUSTRIAL EDUCATION

RATIONALE

Industrial Education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in industrial and vocational education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process the courses develop the student's self-knowledge, talents and skills.

For information on sequencing and course description, refer to the "Handbook In Industrial Education for Guidance to Teachers, Counsellors and Administrators".

PROGRAMS

There are two parts to the Industrial Education program. The first part consists of the I.E. 10, 20, 30 series of courses and is designed for career orientation. These courses were developed primarily for students in laboratories that utilize the multiple activity approach as found in most smaller schools, but they can be taught in unit shops as well.

The second part consists of the I.E. 12, 22, 32 series of courses and is intended for career development. The courses are planned for use in schools where facilities are available to teach specific occupational areas.

Students may progress from the I.E. 10, 20, 30 series to the 22 level courses upon meeting specified basic prerequisites or upon recommendation of their principal.

Both sections of the program focus on six career fields. These are:

- Graphic Communications
- Mechanics
- Construction and Fabrication
- Electricity-Electronics
- Personal Services
- Horticulture

The I.E. 10, 20, 30 courses consist of a number of one credit modules related to the career fields while the I.E. 12, 22, 32 courses consist of a number of five credit modules of specific occupational content. Completion of seven five credit modules qualifies the student for recognition by the Apprenticeship Branch for credit towards a journeyman's certificate.

It is left to the administrators of the school to offer the courses or combination of courses best suited to the needs and interests of the students and the financial resources of the district.

Courses offered at the 22 and 32 level have to meet special criteria for staff and facilities. The Industrial Education Consultant must authorize these in order to qualify the students for vocational grants.

OBJECTIVES OF INDUSTRIAL EDUCATION

The Industrial Education Program can help achieve the Goals of Schooling and Education. The course objectives are more focused and give direction to the teacher.

The objectives of Industrial Education are classified in three areas with the following purposes:

A. Personal Growth:

To provide opportunities for the individual growth of the student through the development of acceptable personal and social values necessary in a productive society.

1. To provide a technical environment which motivates and stimulates individuals to discover their interests and develop personal and social responsibilities.
2. To assist in the development of positive attitudes toward safety.
3. To assist in the development of positive attitudes toward conservation and environment.
4. To assist in the development of consumer literacy.

B. Career Exploration:

To develop basic competencies, integrating cognitive and psychomotor skills to enter a family of occupations or post-secondary institutions for further education.

1. To provide exploratory experiences in the use of tools, equipment and materials appropriate to various technologies prevalent in a productive society.
2. To develop an understanding of the interrelationship of various technologies.
3. To provide a technical environment for students to synthesize their accumulated knowledge in the solution of practical problems.
4. To assist the student to develop habits that will be conducive to the establishment of a safe environment.

C. Occupational Skills:

To develop basic competencies, integrating cognitive and psychomotor skills related to families of occupations.

1. To provide safe exploratory experiences in the use of tools, energy, equipment and materials appropriate to various technologies prevalent in a productive society.
2. To develop an understanding of the interrelationships of various technologies.
3. To provide a technical environment which permits students to synthesize their accumulated knowledge in the solution of practical problems, and to assist students to develop habits that will be conducive to the establishment of a safe environment.

INDUSTRIAL EDUCATION 12, 22, 32 PROGRAM

INTRODUCTION

The Industrial Education 12, 22, 32 program is a series of modules which develop competencies leading to seven different career fields.

Entry into a career field may be gained by taking one of several introductory courses. These are:

1. the "12" course designated for each major, or
2. two modules from the Industrial Education "10, 20, 30" series related to the anticipated major, or
3. one half of a "12" course. The other half would be another half "12" or a module from the "10" program. The course would be recorded as Industrial Education "10".

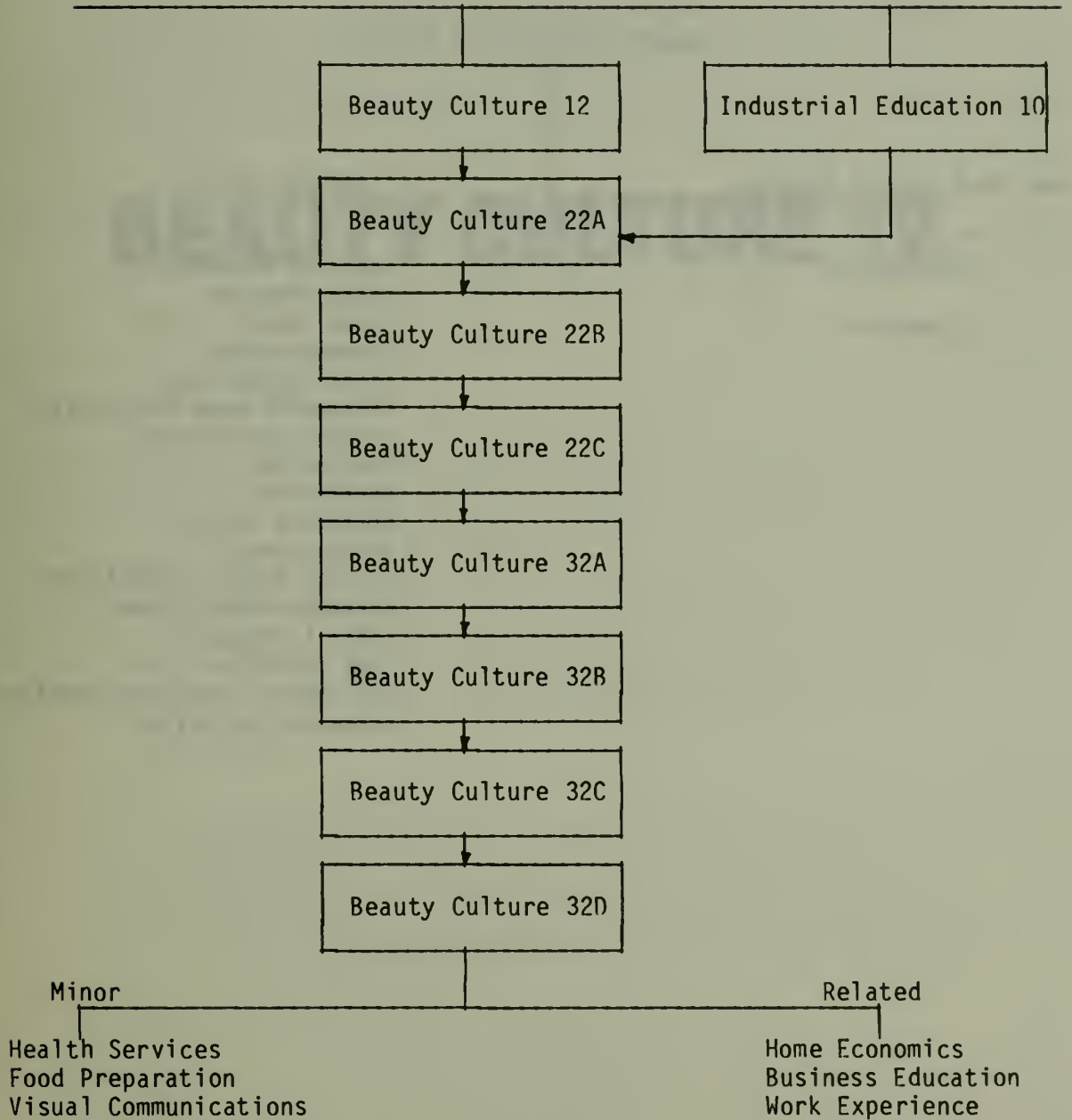
Following the introductory course the student may advance to the major area of study by selecting any number of five credit modules from the courses designated as "22" or "32". The scheduling and sequencing of the modules is the responsibility of the local school personnel but must be in accordance with the regulations pertaining to prerequisites.

A student registered in a second or third level course ("22" or "32") is regarded as taking a major in that course area. Having established a major the student may select courses designated as minors and in this way broaden his/her practical skill base in a career field or even several career fields. However, students must complete all the preceding modules in a major series (usually six) before taking the 32C module (exception: Beauty Culture).

CAREER FIELD

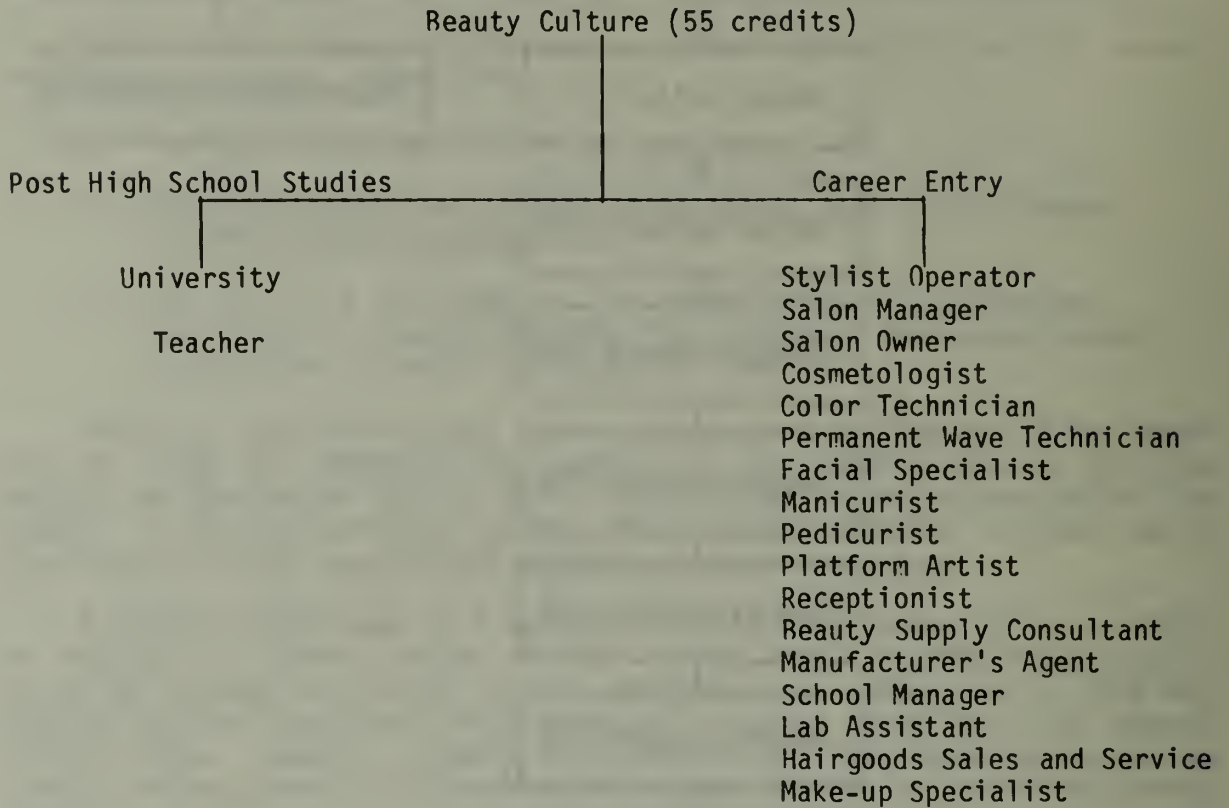
PERSONAL SERVICES

Beauty Culture



CAREER OPPORTUNITIES

Students having taken all or most of the modules in the Beauty Culture major may look forward to the following career opportunities:



BEAUTY CULTURE 12

COURSE CONTENT

BEAUTY CULTURE 12 (5 CREDITS)

INTRODUCTION

Beauty Culture is unique in that it may terminate with the accumulation of 1400 hours of training, enabling the student to attempt the examination for the Provincial Beauticians' Certificate of Proficiency. It is projected that under the new regulations for apprenticeship now being considered the student be required to apprentice an additional 1400 hours prior to his/her exam for certification.

Modules 22A through 32D must be taken in sequence. Entry to 22A may be through the Industrial Education Module, providing it includes a Beauty Culture unit. Entry may also be through the Beauty Culture 12 module.

OBJECTIVES

The objectives of the Beauty Culture 12 course are:

1. To familiarize the student with the career field, the care and maintenance of equipment, safety, hygiene, cosmetology, basic hairstyling and personal development.
2. To provide an opportunity for the student to gain experience in dealing with the public, co-workers and management.
3. To provide an opportunity for the student to develop skills and a knowledge of beauty culture.

LEARNING RESOURCES

- *Dalton, John W., The Professional Cosmetologist, 2nd Ed. West Publishing Company, 1979, c/w Instructor's Manual, Study Guide, Answers to the Study Guide and Review Questions.
- *Hair Structure and Chemistry Simplified, Milady Publishing Co. Scott, Olive P. et al., Textbook of Cosmetology, Prentice Hall, 1976.

*Refers to prescribed resources.

CONTENT SUMMARY

1. Career Field Study
 - occupations
 - trade certification
 - employment opportunities
2. Ethics
 - behavior
 - character development
3. Equipment and Implementation
 - identification
 - safety
4. Hair Styling
 - hair setting
 - comb-out
5. Physiology
 - physiology
 - trichology
 - analysis
6. Hygiene and Sanitation (1)
 - bacteriology
 - hygiene
 - sterilization and sanitation
7. Cosmetic Chemistry (1)
 - chemistry
 - pH
8. Skin Care and Make-up
 - chemistry
 - pH
9. Manicure (optional)
 - nail structure
 - manicure

TOPIC I: CAREER FIELD STUDY

BC12

GENERALIZATION: There are many occupations within and related to the career of personal services.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. *Career Field Occupations</p> <p>*Related Occupations</p> <p>2. Trade Certification</p> <p>3. Employment Opportunities</p> <ul style="list-style-type: none"> - local - regional - federal - international 	<p>The student will:</p> <ul style="list-style-type: none"> - describe the various occupations available in the career field and the requirements for entry into specific occupations - list the courses in the career field of Personal Services as follows: <ul style="list-style-type: none"> - Beauty Culture - Food Preparation - Fashion and Fabrics - Health Services - list the courses offered in the school system or area of career field; (Work Experience, Ind. Ed., Bus. Ed., Home Ec., Arts & Crafts) <ul style="list-style-type: none"> - explain journeyman certification requirements - assess the employment opportunities in the trade: <ul style="list-style-type: none"> - Assistant - Stylist operator - Salon Manager - Salon Owner - Cosmetologist 		

NOTES: *These concepts and subconcepts are recommended for coverage in the Industrial Education 10 course if used as a pre-requisite.

TOPIC 1: CAREER FIELD STUDY (continued)

BC12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
	<ul style="list-style-type: none"> - Receptionist - Beauty Supply Consultant - Manufacturer's Agent - School - Manager - Lab Assistant - Facialist - Manicurist - Pedicurist - Color Technician - Platform Artist - Barber - Hairgoods, Sales and Service 		

TOPIC 2: ETHICS

BC12

GENERALIZATION: To maintain professional status cosmetologists must adhere to ethical conduct according to a code of ethics.

CONCEPTS/SUBCONCEPTS	LEARNING TASK	HOURS	REFERENCE
<p>1. Ethics</p>	<p>The student will:</p> <ul style="list-style-type: none"> - distinguish between ethical and non-ethical behavior - distinguish between professional and non-professional behavior - identify and discuss problems of relevance to cosmetologist related ethics and professionalism 		

NOTES:

TOPIC 2: ETHICS (continued)

BC12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
2. Character Development - courtesy - tact - etiquette - attitudes - habits	- demonstrate appropriate conduct in relation to peers, teachers, customers - differentiate between proper and improper conduct, language and slang - practise basic communication skills		

TOPIC 3: EQUIPMENT AND IMPLEMENTS

BC12

GENERALIZATION: The identification, safe use and maintenance of equipment and implements is necessary in job performance.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Identification	The student will: - identify salon equipment and implements such as: - dryers, hand blowers, and curling irons - sinks - steamers, heating caps - color XL machine - facial sauna - high frequency machine - microscope - tricogram scale - other - describe care and maintenance of the above equipment		

NOTES:

TOPIC 3: EQUIPMENT AND IMPLEMENTS (continued)

BC12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
2. Safety	<ul style="list-style-type: none"> - describe safe handling of the above equipment - identify unsafe conditions relating to use of above equipment - list unsafe acts which may lead to injuries 		

TOPIC 4: HAIR STYLING

BC12

GENERALIZATION: The employability of cosmetologists is related to their competency in shampooing, waving and setting.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Hair Setting	<p>The student will:</p> <ul style="list-style-type: none"> - identify tools and terminology related to styling - demonstrate ability to: <ul style="list-style-type: none"> - shampoo - shape the hair - set the hair using rollers, pincurls, blowdryer and curling iron using the techniques of volume control and on-stroke off-lease setting - finger wave 		

NOTES:

TOPIC 4: HAIR STYLING (continued)

BC12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
2. Comb out	<ul style="list-style-type: none"> - dress the hair into prescribed styles using brush and comb - use techniques of backcombing and backbrushing 		

TOPIC 5: PHYSIOLOGY

BC12

GENERALIZATION: A knowledge of the structure and function of hair and skin is basic to cosmetology.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Physiology	<p>The student will:</p> <ul style="list-style-type: none"> - draw and label diagrams of the hair root, hair shaft and locate the following: <ul style="list-style-type: none"> - hair follicle - hair bulb - papilla - arrector pili muscle - sebaceous gland - cuticle - cortex - medula - describe the function or purpose of each of the above - list functions of hair 		

NOTE:

TOPIC 5: PHYSIOLOGY (continued)

BC12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
2. Trichology	<ul style="list-style-type: none"> - describe chemical properties of hair; (elementary protein structure, moisture-protein ratio, pH value) - differentiate between healthy and damaged hair 		
3. Analysis	<ul style="list-style-type: none"> - define and analyse the following characteristics of hair: <ul style="list-style-type: none"> - texture - porosity - elasticity - density 		

TOPIC 6: HYGIENE AND SANITATION (1)

BC12

GENERALIZATION: The practice of cosmetology involves the study and application of principles of bacteriology, hygiene, sterilization and sanitation.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Bacteriology	<p>The student will:</p> <ul style="list-style-type: none"> - identify pathogenic and non-pathogenic bacteria; their shape, size, development and method of reproduction 		
2. Hygiene	<ul style="list-style-type: none"> - identify procedures of personal and public hygiene as related to the Beauty Culture industry 		

NOTES:

TOPIC 6: HYGIENE AND SANITATION (1) (continued)

BC12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
3. Sterilization and Sanitation	<ul style="list-style-type: none"> - practise the use of wet and dry sterilization procedures - differentiate between: <ul style="list-style-type: none"> - chemical - physical sterilizers - toxic - non-toxic - methods used in Beauty Salons - other methods 		

TOPIC 7: COSMETIC CHEMISTRY (1)

BC12

GENERALIZATION: The successful practice of cosmetology involves the study and application of the principles of cosmetic chemistry.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Chemistry	<p>The student will:</p> <ul style="list-style-type: none"> - draw and label the pH scale - relate pH to skin, hair and cosmetics - identify commonly used beauty products and discuss their composition, pH, and relative benefits 		

NOTES:

TOPIC 9: MANICURE

BC12

GENERALIZATION: The ability to care for the hands and nails enhances a Beautician's employability.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Nail Structure 2. Manicure (optional)	The student will: - label a diagram of the nail - identify nail disorders and diseases - demonstrate the use and care of manicure equipment - perform a manicure - demonstrate hand and arm manicure		

NOTES:

BEAUTY CULTURE 22A

COURSE CONTENT

BEAUTY CULTURE 22A (5 CREDITS)

INTRODUCTION

Students may advance to Beauty Culture 22A from Beauty Culture 12 or Industrial Education 10 of which Beauty Culture constitutes 65 hours.

OBJECTIVES

The objectives of the Beauty Culture 22A module are:

1. To provide the student with basic knowledge in hairstyling, hair coloring, hair and scalp treatment, cosmetology, facials and histology of skin.

LEARNING RESOURCES

As listed for Beauty Culture 12.

CONTENT SUMMARY

1. Hairstyling
 - shampoo
 - hairstyling
 - hair drying
 - brushing and combing
 - blow drying and curling iron
2. Hygiene and Sanitation (2)
 - bacteriology
 - hygiene
 - sterilization and sanitation
3. Hair and Scalp Treatment
 - scalp treatment
 - hair treatment
4. Hair Coloring - Rinses
 - color theory - light theory
 - rinses

BEAUTY CULTURE 22A

COURSE CONTENT

BEAUTY CULTURE 22A (5 CREDITS)

INTRODUCTION

Students may advance to Beauty Culture 22A from Beauty Culture 12 or Industrial Education 10 of which Beauty Culture constitutes 65 hours.

OBJECTIVES

The objectives of the Beauty Culture 22A module are:

1. To provide the student with basic knowledge in hairstyling, hair coloring, hair and scalp treatment, cosmetology, facials and histology of skin.

LEARNING RESOURCES

As listed for Beauty Culture 12.

CONTENT SUMMARY

1. Hairstyling
 - shampoo
 - hairstyling
 - hair drying
 - brushing and combing
 - blow drying and curling iron
2. Hygiene and Sanitation (2)
 - bacteriology
 - hygiene
 - sterilization and sanitation
3. Hair and Scalp Treatment
 - scalp treatment
 - hair treatment
4. Hair Coloring - Rinses
 - color theory - light theory
 - rinses

5. The Skin
 - anatomy, physiology, histology
 - related topics:
 - ageing, tanning, diet
6. Facials
 - facials
 - make-up
7. Cosmetic Chemistry (2)
 - pH
 - cosmetic vs. drugs
 - hydrogen peroxide

TOPIC 1: HAIRSTYLING

BC22A

GENERALIZATION: The satisfaction and employability of the cosmetologist are directly related to his competency in the areas of shampooing, fingerwaving, pin curling, roller placement, comb-out techniques and blow drying.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Shampoo 2. Hairstyling 3. Hair Drying 4. Brushing and Combing 5. Blow Drying and Curling Iron	The student will: - select shampoo appropriate to hair and service performed - shampoo hair according to prescribed procedure - set hair using a combination and variety of roller, pin curl and fingerwaving techniques - blow dry hair according to selected style - comb-out hair according to selected style - complete a set and comb-out within an allotted time limit* - demonstrate ability to style hair according to specified style using blow dryer and curling iron		

NOTES: *According to standards established by the teacher.

TOPIC 2: HYGIENE AND SANITATION (2)

BC22A

GENERALIZATION: The successful practice of beauty culture includes the application of the principles of bacteriology, hygiene, sterilization, sanitation and chemistry.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Bacteriology 2. Hygiene 3. Sterilization and Sanitation	The student will: - identify varieties of bacteria - study bacteria growth and distinguish between amitosis and mitosis - identify causes of infection - identify characteristics of bacteria and viruses - identify procedure for practicing personal hygiene and personal grooming - identify the chemical and physical methods of sterilization with emphasis on those methods commonly used and applicable to beauty salons		

TOPIC 3: HAIR AND SCALP TREATMENTS

BC22A

GENERALIZATION: Hair and scalp treatments enhance the appearance and condition of the hair.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Scalp Treatments	<p>The student will:</p> <ul style="list-style-type: none">- analyze scalp and hair condition- identify muscles and nerves affected by scalp massage- differentiate between surface and penetrating conditioners- demonstrate appropriate brushing, application and massage techniques- identify products used in hair and scalp treatments- utilize various equipment to enhance the treatment:<ul style="list-style-type: none">- hair dryers- heating cap- accelerator- perform a complete hair and scalp treatment		
2. Hair Treatments	- as above where the tasks apply		

TOPIC 4: HAIR COLORING - RINSES

BC22A

GENERALIZATION: Salon services include the ability to select and apply color rinses.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Color Theory Light Theory 2. Rinses	The student will: - demonstrate knowledge of: (a) light theory - the spectrum - how we see color (b) color theory - primary colors - secondary colors - tertiary colors - identify, mix when necessary, and use a variety of rinse products - relate the action of rinses to the hair structure		

NOTES:

TOPIC 5: THE SKIN

BC22A

GENERALIZATION: Knowledge of the structure and functions of the skin are essential to the promotion of skin care services.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Anatomy Physiology Histology</p> <p>2. Related Topics: - Aging Tanning Diet</p>	<p>The student will:</p> <ul style="list-style-type: none">- define anatomy, physiology, histology- identify and describe the structure and functions of the skin and its appendages - the hair and nails- recognize treatable and non-treatable skin, scalp, hair and nail conditions- be able to discuss the treatments for a variety of treatable skin conditions- outline a variety of services available by other professionals		

NOTES:

TOPIC 7: COSMETIC CHEMISTRY (2)

BC22A

GENERALIZATION: The safe practice of cosmetology involves the application of the principles of cosmetic chemistry.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. pH 2. Cosmetics vs. Drug 3. Hydrogen Peroxide	The student will: - define pH - identify the pH value of products common to beauty salons - examine the effects of cosmetics on hair and skin - use a hydrometer - differentiate between cosmetic products and drugs - identify active ingredients and their functions - describe the uses of various strengths of hydrogen peroxide		

NOTES:

BEAUTY CULTURE 22B

COURSE CONTENT

BEAUTY CULTURE 22B (5 CREDITS)

INTRODUCTION

Students may advance to Beauty Culture 22B from 22A.

OBJECTIVES

The objectives of the Beauty Culture 22B module are:

1. To introduce the student to diseases and disorders of hair, skin and scalp.
2. To familiarize the student with physiology and anatomy.
3. To familiarize the student with the processes of permanent waving.
4. To familiarize the student with basic hair cutting.

LEARNING RESOURCES

As listed under Beauty Culture 12.

CONTENT SUMMARY

1. Hair Cutting
 - hair cutting
 - elevation
2. Permanent Waving
 - permanent waving
 - cold wave
 - heat wave
 - chemical disposal
3. Anatomy-Physiology-Histology
 - anatomy, physiology, histology
 - metabolism
 - the skin and its appendages
4. Disorders and Diseases of the Skin and its Appendages
 - diseases and disorders
 - hair, skin, scalp

TOPIC 3: ANATOMY-PHYSIOLOGY-HISTOLOGY

BC22B

GENERALIZATION: Knowledge of the structures and functions of the human body enables the Beautician to render more professional services.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Anatomy Physiology Histology 2. Metabolism 3. The Skin and its Appendages	The student will: - define the terms relating to the structure and function of the body - identify and describe the structure and function of: - cells - tissues - organs - systems - relate the metabolic processes to cell growth and reproduction - identify and describe the structure and functions of: - the skin - the hair - the nails		

NOTES:

TOPIC 4: DISORDERS AND DISEASES OF THE SKIN AND ITS APPENDAGES

BC22B

GENERALIZATION: The ability to recognize disorders and diseases of the skin, scalp, hair and nails enables the Beautician to provide more professional services.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Diseases and Disorders - hair; skin; scalp	The student will: - define and describe various disorders and diseases that may affect the skin, scalp, hair and nails - identify the conditions that may be treated by the Beautician - identify the diseases that must NOT be treated by the Beautician - apply appropriate treatments		

NOTES:

BEAUTY CULTURE 22C

COURSE CONTENT

BEAUTY CULTURE 22C (5 CREDITS)

INTRODUCTION

The content of Beauty Culture 22C provides a review of previous theory and introduction to customer service.

OBJECTIVES

The objective of the Beauty Culture 22C module is:

1. To develop practical skills necessary for customer services through expansion of the previous knowledge gained.

LEARNING RESOURCES

As listed under Beauty Culture 12.

CONTENT SUMMARY

1. Receptionist training
 - reception
2. Customer Service
 - public relations
 - customer service
3. Hairstyling
 - advanced styling
4. Hair Coloring - Semi-Permanent and Permanent
 - color theory
 - predisposition
 - mixing and application

TOPIC 1: RECEPTIONIST TRAINING

BC22C

GENERALIZATION: Salon images and public relations depend on the effectiveness of a receptionist.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Reception	<p>The student will:</p> <ul style="list-style-type: none"> - identify the roles and responsibilities of the receptionist - outline duties and responsibilities relating to reception: <ul style="list-style-type: none"> - telephone techniques - appointment booking - record keeping - basic book-keeping - cash register operation - other 		

TOPIC 2: CUSTOMER SERVICE

BC22C

GENERALIZATION: The efficient performance of customer services is the ultimate objective of a beautician's education and training.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Public Relations	<p>The student will:</p> <ul style="list-style-type: none"> - maintain good public relations to establish favourable responses from clients, fellow students and instructors 		Styling Magazines DFZ
2. Customer Service	<ul style="list-style-type: none"> - perform specified services to clients within standards set by the teacher 		Modern Beauty American Hairdresser

TOPIC 3: HAIRSTYLING

BC22C

GENERALIZATION: The personal satisfaction and employability of the cosmetologist is directly related to his/her competency in areas of shampooing, fingerwaving, pin-curling, roller placement, comb-out techniques, blow drying and hair cutting.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Advanced Styling</p>	<p>The student will:</p> <ul style="list-style-type: none"> - demonstrate to teacher specified standards: <ul style="list-style-type: none"> - haircutting - shampooing - fingerwaving - pin curling - roller placement - combing techniques - blow-style - curling iron techniques - determine the most efficient techniques of styling in order to obtain the desired result, considering: <ul style="list-style-type: none"> - client's desires - trend - face and head shape - texture of hair - shape of hair, straight, curly - perform hairstyle service on client 		

TOPIC 4: HAIR COLORING - SEMI-PERMANENT AND PERMANENT

BC22C

GENERALIZATION: Semi-Permanent and Permanent hair coloring requires a detailed knowledge of color theory and application procedures.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Color Theory</p> <p>2. Predisposition</p> <p>3. Mixing and Application</p>	<p>The student will:</p> <ul style="list-style-type: none"> - identify primary, secondary and tertiary colors and demonstrate their relationships - demonstrate knowledge of color levels - identify the main ingredients and explain their action on the hair of: <ul style="list-style-type: none"> - metallic dyes - compound dyes - vegetable dyes - oxidation dyes - demonstrate ability to perform predisposition tests - identify relevant safety procedures - select and mix appropriate tints and toners - demonstrate ability to apply tints and toners to: <ul style="list-style-type: none"> - whole head - retouch - discuss the relative advantages and disadvantages of: <ul style="list-style-type: none"> - semi-permanent colors - permanent colors - hennas 		

TOPIC 4: HAIR COLORING - SEMI-PERMANENT
AND PERMANENT (continued)

BC22C

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
	<ul style="list-style-type: none">- carry out hair and scalp analysis that will enable them to select, mix and apply:- whole head tints- whole head toners- retouches- henna applications		

NOTES:

BEAUTY CULTURE 32A

COURSE CONTENT

BEAUTY CULTURE 32A (5 CREDITS)

INTRODUCTION

This senior level module continues the development of skills in hair-styling and in introducing the theory and practice of color removal. An understanding of chemical principles and practice as related to cosmetology is developed.

OBJECTIVES

The objectives of the Beauty Culture 32A module are:

1. To further develop the knowledge and skills in fashion trend hairstyling (designing, cutting, setting and dressing).
2. To provide the student with the knowledge and skills to practise color removal through the use of bleaches and color strippers.
3. To relate chemistry to the cosmetology industry so as to assist in product knowledge and product content.
4. To further develop competency and speed in customer service operations.

LEARNING RESOURCES

*Hair Structure and Chemistry Simplified - Milady Publishing Corp.
Hairdressers Journal
D.F.Z.
AURA
Black and Garland - A History of Fashion

*Refers to prescribed resources.

CONTENT SUMMARY

1. Hairstyling - Fashion Trends
 - trend variations
 - implementations
 - day, cocktail, evening conversions
2. Color Removal, Bleaching - Stripping
 - color removals
 - bleaches
 - strippers
 - the "double process"
 - accelerators
3. Chemistry of Cosmetology (3)
 - cosmetic chemistry
 - product identification
 - mixing chemicals
4. Customer Service
 - competency
 - speed

TOPIC 1: HAIRSTYLING - FASHION TRENDS

BC32A

GENERALIZATION: To meet changing fashions and patron needs, beauticians need to interrelate: fashion trend - facial shapes - patron's beauty image.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Identify fashion trend variations in hairstyles</p> <p>2. Implementation</p> <p>3. Day, Cocktail, Evening conversions</p>	<p>The student will:</p> <ul style="list-style-type: none"> - understand the basis of changing trends and fashion - identify trend hairstyles - relate trend lines and styles to facial anatomy - project a future trend - using appropriate cutting and setting techniques, perform fashion trend hairstyles on live models - convert trend hairstyles from day----cocktail----evening dressings 		<p>AURA NCHCA Releases</p> <p>Hairdress- ers Journal</p> <p>DFZ Modern</p>

NOTES:

TOPIC 2: COLOR REMOVAL - BLEACHING AND STRIPPING

BC32A

GENERALIZATION: Bleaches and non-peroxide color strippers are areas of competence necessary for the beautician.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Color Removers</p> <p>2. Bleaches</p> <p>3. Strippers</p> <p>4. The "Double Process"</p> <p>5. Accelerators</p>	<p>The student will:</p> <ul style="list-style-type: none"> - identify and describe the action of the different color removers - select, mix and use <ul style="list-style-type: none"> (a) peroxide/ammonia bleaches (b) oil bleaches (c) powder bleaches - correctly change the volume strength of hydrogen peroxide - be able to assess when the desired level of color lift and hair porosity has been achieved - perform virgin hair and retouch bleaches - be able to mix and use non-peroxide color removers - be aware of the limitations in the use of non-peroxide color removers - lighten hair according to the needs of the double process - use effectively: <ul style="list-style-type: none"> - chemical accelerators - physical accelerators 		<p>Manufacturers Instructions</p> <p>e.g. Clairo Metalex; L'Oreal Effacol; Wella Wellacol.</p>

NOTES:

TOPIC 3: CHEMISTRY OF COSMETOLOGY (3)

BC32A

GENERALIZATION: Knowledge of the chemical composition and nature of commonly used industry products is necessary for the efficient and effective operation of the beautician's skills.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Cosmetic Chemistry</p> <p>2. Product Identification</p> <p>3. Mixing Chemicals</p>	<p>The student will:</p> <ul style="list-style-type: none"> - define, describe and identify the following terms to commonly used industry products: - pH scale-Acids, bases, salts - organic - inorganic - solids - liquids - gases - matter - atoms - elements - compounds - mixtures - solutions - chemical change - physical change <ul style="list-style-type: none"> - analyse and identify major chemical components of commonly used products in the industry <ul style="list-style-type: none"> - prepare basic cosmetics e.g., - hand cream - soap - setting lotion - other 		<p>Text Chemistry Dept.</p>

NOTES:

TOPIC 4: CUSTOMER SERVICE

BC32A

GENERALIZATION: Ongoing practice of customer service operations is essential to the development of competency and speed.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Competency 2. Speed	The student will: - continuously attempt to improve the level of competency in the practice of all customer service operations - perform customer service operations within time limits set by the teacher		

NOTES:

BEAUTY CULTURE 32B

COURSE CONTENT

BEAUTY CULTURE 32B (5 CREDITS)

INTRODUCTION

This module provides the opportunity to further develop the technical and creative abilities of the student. Individualized services in the areas of styling, high fashion coloring and hair straightening are emphasized.

OBJECTIVES

The objectives of the Beauty Culture 32B module are:

1. To develop appropriate procedures for the selection and implementation of individualized hair fashions.
2. To further develop knowledge and skills in the use of creative hair coloring techniques.
3. To use chemical and physical processes for the removal of curl from the hair.
4. To further develop competency, speed and salesmanship in customer service operations.

LEARNING RESOURCES

As listed under Beauty Culture 12.

CONTENT SUMMARY

1. Hairstyling - Individualized Trend
 - facial analysis and other characteristics
 - implementations
 - day, cocktail, evening transformations
2. Hair Coloring - High Fashion Techniques
 - creative hair coloring
 - hair color cosmetics
 - implementation of techniques
3. Hair Straightening
 - hair straightening theory
 - the chemical process
 - the physical process
4. Customer Service
 - competency
 - speed
 - salesmanship

TOPIC 1: HAIRSTYLING - INDIVIDUALIZED TREND

BC32B

GENERALIZATION: To maximize an individual's beauty and fashion potential, beauticians must be able to adapt trend hairstyles to meet each individual's needs.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<ol style="list-style-type: none"> 1. Analyze patrons' facial and other characteristics 2. Implementation 3. Day, Cocktail, Evening Transformations 	<p>The student will:</p> <ul style="list-style-type: none"> - identify patron facial shapes and lifestyle requirements and relate to appropriate trend hairstyle - using appropriate cutting and setting techniques, perform individualized trend hairstyles on live models - transform an individualized trend hairstyle from day-cocktail-evening using hair pieces and ornaments 		<p>AURA NCHCA Releases</p> <p>Hairdressers Journal DFZ</p> <p>Modern</p>

NOTES:

TOPIC 2: HAIR COLORING - HIGH FASHION TECHNIQUES

BC32B

GENERALIZATION: The uses of creative coloring techniques are essential skills in the beautician's efforts to maximize a patron's beauty potential.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Creative Hair Coloring 2. Hair Color Cosmetics 3. Implementation of Creative Hair Coloring Techniques	The student will: - relate the use of creative hair color-techniques to individualized hair designs - identify, mix and intermix hair coloring cosmetics from the four major categories: - temporary - semi-permanent - permanent - bleaches - carry out the appropriate processes to achieve the REVERSE: - highlighting - frosting - sunbursts - streaks - graduated colorings - other		

NOTES:

TOPIC 3: HAIR STRAIGHTENING

BC32B

GENERALIZATION: The ability to remove natural or chemically processed curl from the hair is an essential component of the beautician's skills.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Hair Straightening - theory 2. The Chemical Process 3. The Physical Process	The student will: - relate the theory of waving and permanent waving to the straightening of hair - identify the chemical processes - identify the physical processes - identify the correct products required to soften the various hair types: - African - Asian - European - identify the correct chemicals required to harden (neutralize) the various softening products - use the following methods of straightening: (a) reverse perming (b) fingers and comb (c) hotcomb (d) blower and iron		

NOTES:

TOPIC 4: CUSTOMER SERVICE

BC32B

GENERALIZATION: Ongoing practice of customer service operations utilizing all current techniques is essential to the further development of competency, speed and salesmanship.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Competency 2. Speed 3. Salesmanship	The student will: - continuously attempt to improve the level of competency in the practice of all customer service operations - perform customer service operations within time limits set by the teacher - analyze the patron's beauty service needs and professionally convey the information to the patron		

NOTES:

BEAUTY CULTURE 32C

COURSE CONTENT

BEAUTY CULTURE 32C (5 OR 10 CREDITS)

INTRODUCTION

The Beauty Culture 32C module may be offered for 5 or 10 credits. It is designed to provide students with advanced levels of knowledge and skills and provide training ancillary Beauty Culture service. A work study component may be utilized in this module.

OBJECTIVES

The objectives of the Beauty Culture 32C module are:

1. To provide the student with knowledge and skills necessary to implement and practise esthetology services.
2. To provide the student with knowledge and skills to clean, set and dress hairgoods.
3. To provide the student with an opportunity to participate in competition hair dressing.
4. To provide the student with the further development of knowledge and skills of hair color services.
5. To provide the student with the opportunity to further development of skills related to customer service operations.

OPTION: To provide the student with the opportunity to participate in a work study program.

LEARNING RESOURCES

As listed in Beauty Culture 12.

Trade Magazines

Canadian Cosmetics Careers Assn. Inc. Cosmetic Correspondence Course (CCCA)

CONTENT SUMMARY

1. Esthetology
 - esthetics
 - equipment and tools
 - the practice of esthetology
 - facial and skin care - advanced
2. Wigs and Hairpieces - Hairgoods
 - type of hair and fibres
 - types of hairgoods
 - servicing wigs and hairpieces
3. Competition Hair Dressing
 - competitive cosmetology
 - judging
4. Advanced Hair Coloring
 - crative mixing of coloring products
 - creative designing for hair coloring
 - safety
5. Customer Service/Work Study
 - customer services
 - work study

TOPIC 1: ESTHETOLOGY

BC32C

GENERALIZATION: Esthetology is the art and science of providing specialized beauty treatments to the skin.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Esthetics</p> <p>2. Equipment and Tools of the Esthetician</p> <p>3. The Practice of Esthetology</p> <p>4. Facial and Skin Care - Advanced</p>	<p>The student will:</p> <ul style="list-style-type: none"> - define and relate the practice of esthetology to the beauty industry - understand the principles and operation of: <ul style="list-style-type: none"> - vaporizers/steam apparatus - compressed air-spray pulveriser - high frequency galvonic generators - vacuum suction units - wax heater - for depilation - fluorescent magnifier - rotating brush machine - electrolysis machines - light therapy - comedone extractors - electrical and hand massage - other - perform esthetology services on patrons using all necessary tools and equipment <p>Learning Tasks</p> <ul style="list-style-type: none"> - demonstrate competency in <ul style="list-style-type: none"> - cleansing techniques - toning techniques - nourishing techniques - make-up artistry - eyebrow shaping - eyelash application 		<p>CCCA</p>

NOTES:

TOPIC 2: WIGS AND HAIRPIECES - HAIRGOODS

BC32C

GENERALIZATION: The ability to work with hairgoods provides the cosmetologist with wider ranging employment opportunities.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Type of Hair and Fibres</p> <p>2. Types of Hair-goods - wigs and hair-pieces</p> <p>3. Servicing Wigs and Hairpieces</p>	<p>The student will:</p> <ul style="list-style-type: none"> - identify the various human, animal and synthetic materials that are used in the manufacture of hairgoods - identify various wigs and hairpieces as to base, structure, function and relative cost - provide services to hairgoods, including <ul style="list-style-type: none"> - cleaning - cutting - setting - dressing - perming) - coloring) where possible - merchandising 		<p>Text</p>

NOTES:

TOPIC 4: ADVANCED HAIR COLORING

BC32C

GENERALIZATION: The hair color specialist must develop creativity in the mixing and application of hair colorants.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Creative Mixing of Coloring Products 2. Creative Designing for Hair Coloring 3. Safety	The student will: - demonstrate imaginative use of the mixing formulae for: - permanent colors - semi-permanent colors - temporary colors - provide individualized color services that will maximize the "total look" of beauty, e.g.: - asymmetric coloring - tone on tone - dimensional coloring - ensure all precautions are taken to protect the well being of patrons - predisposition tests - strand tests - clothes protection		

NOTES:

BEAUTY CULTURE 32D

COURSE CONTENT

BEAUTY CULTURE 32D (5, 10 OR 15 CREDITS)

INTRODUCTION

The Beauty Culture 32D module may be offered for 5, 10 or 15 credits. It is designed to improve students' levels of competency and provide an understanding of business management and organization in the Beauty Culture Industry.

A work experience component may be utilized in this module.

OBJECTIVES

The objectives of the Beauty Culture 32D module are:

1. To provide the student with advanced levels of customer services.
2. To provide the student with knowledge and skills related to the art of salesmanship.
3. To provide the student with an understanding of the principles of merchandising.
4. To provide the student with individualized techniques for the permanent waving of hair.
5. To provide the student with knowledge of professional ethics and responsibilities.
6. To provide the student with an overview of the principles and practice of shop management.
7. To provide the student with an in-depth review of all theory and practices related to the Beauty Culture Program.

OPTION: To provide the student with the opportunity to participate in a work experience program (A maximum of 5 credits (125 hours) may be allocated to a properly supervised program).

LEARNING RESOURCES

(As listed under Beauty Culture 12)

Tezak, E.J. Successful Salon Management for Cosmetology Students - Milady Publishing Corp. 1973.

Trade Magazines.

Association By-Laws.

CONTENT SUMMARY

1. Customer Service
 - competency/speed
2. Salesmanship
 - theory
 - practice
 - implementation
3. Merchandising
 - merchandising
 - product knowledge
 - promotional activities
4. Advanced Permanent Waving
 - review of chemicals
 - design permanent waving
 - texturing
5. Professional Ethics
 - definition of terms
 - relationship handling
6. Shop Management
 - overhead
 - personnel
 - bookkeeping
 - labour relations
7. Review of Curriculum
 - reinforcement
 - work experience

TOPIC 1: CUSTOMER SERVICES

BC32D

GENERALIZATION: The student will, through in-class practice, develop competencies and speed to offer a full range of customer services.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Competency/Speed	The student will: <ul style="list-style-type: none">- perform a full range of customer services at a level and speed that is determined by the teacher		

TOPIC 2: SALESMANSHIP

BC32D

GENERALIZATION: Effective salesmanship is an essential skill for all beauticians.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Salesmanship <ul style="list-style-type: none">- theory- practice- implement	The student will: <ul style="list-style-type: none">- communicate effectively with patrons- inform patrons of the range of services offered- inform patrons of the products available for purchase in the salon- utilize various techniques to simulate the operator-patron relationship- use the techniques of salesmanship during customer service operations		

TOPIC 3: MERCHANDISING

BC32D

GENERALIZATION: The beautician must have an awareness of the activities related to the promotion and sale of all goods and services offered by the salon.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Merchandising</p> <p>2. Product Knowledge</p> <p>3. Promotional Activities</p>	<p>The student will:</p> <ul style="list-style-type: none"> - identify the four major principles of salon merchandising: <ul style="list-style-type: none"> - attract patron into salon - provide necessary services - provide necessary product - have patron return - keep up to date with product knowledge and technical changes in the industry - utilize a range of promotional activities to encourage patrons purchase of goods and services: <ul style="list-style-type: none"> - salon design and layout - window displays - hair, fashion and beauty shows - specific service promotion - gift certificates 		<p>Successful Salon Management - Milady Pub. Corp.</p>

NOTES:

TOPIC 4: ADVANCED PERMANENT WAVING

BC32D

GENERALIZATION: Techniques of permanently waving the hair may be individualized to provide specialized patron services.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Permanent Waving</p> <ul style="list-style-type: none">- review of the chemical and physical processes <p>2. Design Permanent Waving - Texturizing</p>	<p>The student will:</p> <ul style="list-style-type: none">- carry out permanent waving services involving:<ul style="list-style-type: none">- cold waving techniques- heat waving techniques- utilize techniques of permanent waving that are individualized to the patron, including:<ul style="list-style-type: none">- stack-perming- piggy-back- double-wrap- spiral wrap- weave wrap- other		

NOTES:

TOPIC 5: PROFESSIONAL ETHICS

BC32D

GENERALIZATION: The promotion and maintenance of the beauticians' professional status will depend on the operator's adherence to a strict code of ethics.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Ethics	The student will: <ul style="list-style-type: none">- define such terms as:<ul style="list-style-type: none">- ethics- professional- image- demonstrate knowledge and skills in handling such relationships as:<ul style="list-style-type: none">- patron --- student- student --- teacher- student --- student		Text: Chapter 6 Association By-Laws

TOPIC 6: SHOP MANAGEMENT

BC32D

GENERALIZATION: An understanding of shop management, employer-employee relations and professional associations is important to employees in the industry.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Management</p> <ul style="list-style-type: none"> - overhead - personnel - bookkeeping - labour relations 	<p>The student will:</p> <ul style="list-style-type: none"> - describe the function of the following elements in a salon operation: <ul style="list-style-type: none"> - location - rent and utilities - advertising - inventory and control - provincial regulations - insurance - discuss: <ul style="list-style-type: none"> - wage guidelines - commission schedules - payroll deductions - workers compensation - discuss: <ul style="list-style-type: none"> - necessity of keeping books - profits - gross - net - describe the: <ul style="list-style-type: none"> - apprenticeship system - professional associations 		<p>Successful Salon Management for Cosmetology Students - Milady Pub. Corp.</p>

NOTES:

TOPIC 7: REVIEW OF CURRICULUM

BC32D

GENERALIZATION: A review of all theoretical and practical aspects of Beauty Culture will facilitate successful articulation with the Apprenticeship Board program for licensing.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Review and Reinforcement 2. Work Experience (Option)	The student will be able to: - demonstrate a high level of knowledge of all theory related to the practice of Beauty Culture - demonstrate competency and speed in attending to patrons - participate in a salon-work experience program to further develop competency and speed		

NOTES:

TT 971 A32 1982
BEAUTY CULTURE 12-22-32
INDUSTRIAL EDUCATION --

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Beauty culture 12-22-32 :

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CURRICULUM GUIDE

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